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ABSTRACT

Information and guidelines are presented for implementing a school district's Mentally Gifted Minor (MGM) Program, which operates within the regular school organization, under the administration of the school principal. Goals for an MGM program listed cover learning skills and cognitive and affective processes. Relevant California legislation on the gifted is summarized. The Sunnyvale MGM program is defined in terms of class organization and instruction, identification of pupils, program guidelines and legal criteria for identifying and educating the gifted, and responsibilities of personnel involved. Extensive appended material includes individual case study and principal's annual plan forms, excerpts from the California Administrative Code related to the MGM program, listed indicators of mental giftedness, lists of enrichment and acceleration activities (primary and intermediate levels), a sample school annual plan, and a list of behavioral terms. (KW)

ED 071255

Sunnyvale School District
Mentally Gifted Minor Program

EC 050 837E

ED 071255

SUNNYVALE SCHOOL DISTRICT

MENTALLY GIFTED MINOR PROGRAM

GUIDELINES FOR IMPLEMENTATION

To be used in conjunction with the District Guide for the Mentally Gifted Minor Program

The heart of the Mentally Gifted Minor Program is in the classroom. The program is to be based on the interests and needs of gifted students. These interests and needs will provide direction for classroom activities, school activities and for District contributions to the Mentally Gifted Minor Program.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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August 1972

SUNNYVALE SCHOOL DISTRICT
Office of the Superintendent
Instructional Services Division

MENTALLY GIFTED MINOR PROGRAM

GUIDELINES FOR IMPLEMENTATION

The following procedures have been established by the MGM Task Force to help with the implementation of the Mentally Gifted Minor Program.

1. MGM PROGRAM GUIDE

The principal shall familiarize himself with the contents of the District's MGM Program Guide. The principal shall conduct a staff meeting at the beginning of each school year for the purpose of reviewing information contained in this guide.

2. LOCAL SCHOOL MGMP COMMITTEE

The principal shall establish an MGM Committee within his school. This committee shall be composed of teachers, the principal, and a psychologist. (Ref: MGMP Guide, p. 14) This Committee may be augmented by parents for purposes of program planning and development.

3. LEGAL IMPLICATIONS

The principal is responsible for the establishment of a qualitatively different program which meets the requirements of the MGM Program as presented on page 5 of the MGMP Guide. A qualitatively different program is one that extends or adds to the District's Base Line Program. (See #5 below) Instruction that is tutorial or remedial may constitute only a portion of the program.

4. IDENTIFICATION

4.1 Teachers shall prepare two copies of MGM form #100 for each student who exhibits characteristics of giftedness. (Ref: MGMP Guide, Appendix 4.1) Standardized test information should also be considered.

4.2 Teachers shall submit all completed forms (MGM form #100) to the principal.

4.3 In the case of culturally disadvantaged students the principal shall be guided by the directions given on page 7 and Appendix 3.1, page 2, MGMP Guide.

4.4 The principal receives all completed MGM Forms #100 and determines whether psychometric testing is appropriate. (7 - 8 principals see 4.9 below)

4.5 The K-6 principal forwards the forms #100 of all students recommended for psychometric testing to the Curriculum Coordinator. He will arrange for psychometric testing through the Director of Special Services. It is not required to obtain parental permission for this test. When large numbers of forms #100 are submitted for testing, priority order must be indicated.

4.6 Form #100, in duplicate, will be returned to the school with the report of testing.

4.7 Upon receipt of the returned forms #100, the principal shall call a meeting of the School MGM Committee for purposes of determining inclusion into the program.

It should be noted that 5% of the children in the district gifted program may be placed on the basis of committee judgement. Names of children who fall in this category should be sent by the principal to the Curriculum Coordinator with a statement of justification. Principals will be notified regarding children who have been placed by this procedure. (Ref: MGMP Guide, pg. 7 and appendix 3.1, pg. 2) Children placed under this provision should be high achieving and/or exceptionally talented students. Typically these students would be children who have received psychometric testing and who scored in the 125 - 129 range.

4.8 Approppriate signatures are to be affixed to the forms of those students included in the program. One completed copy of form #100 is to be returned to the Curriculum Coordinator. The second copy is retained by the school.

4.9 Identification of 7th and 8th grade students differs from that of the K-6 students in that group test data is used as a basis of identification. (Ref: MGMP Guide, page 7 and appendix 3.1 page 1) An individual intelligence test may be used if the student obtained a score of 130 or above. Duplicate copies of form #100 will be completed but only one copy is to be sent to the Curriculum Coordinator. The second copy is to be retained by the school.

4.10 Following committee action the principal shall:

4.10.1 Arrange a parent conference for the purpose of explaining the MGM Program. MGM form #200 may be presented at this time for signature or form #200 may be mailed to parents for signature and return. A parent conference is recommended.

4.10.2 Initiate a case study folder for each student placed in the MGM program and mark the student's cumulative record folder accordingly. (See 5.3 below)

5. INSTRUCTIONAL PROGRAMS

5.1 BASELINE INSTRUCTIONAL PROGRAM (All students)

All students in the Sunnyvale School District will be presented maximum opportunities to become proficient in basic academic skills. The instructional program will include certain characteristics. Among them are:

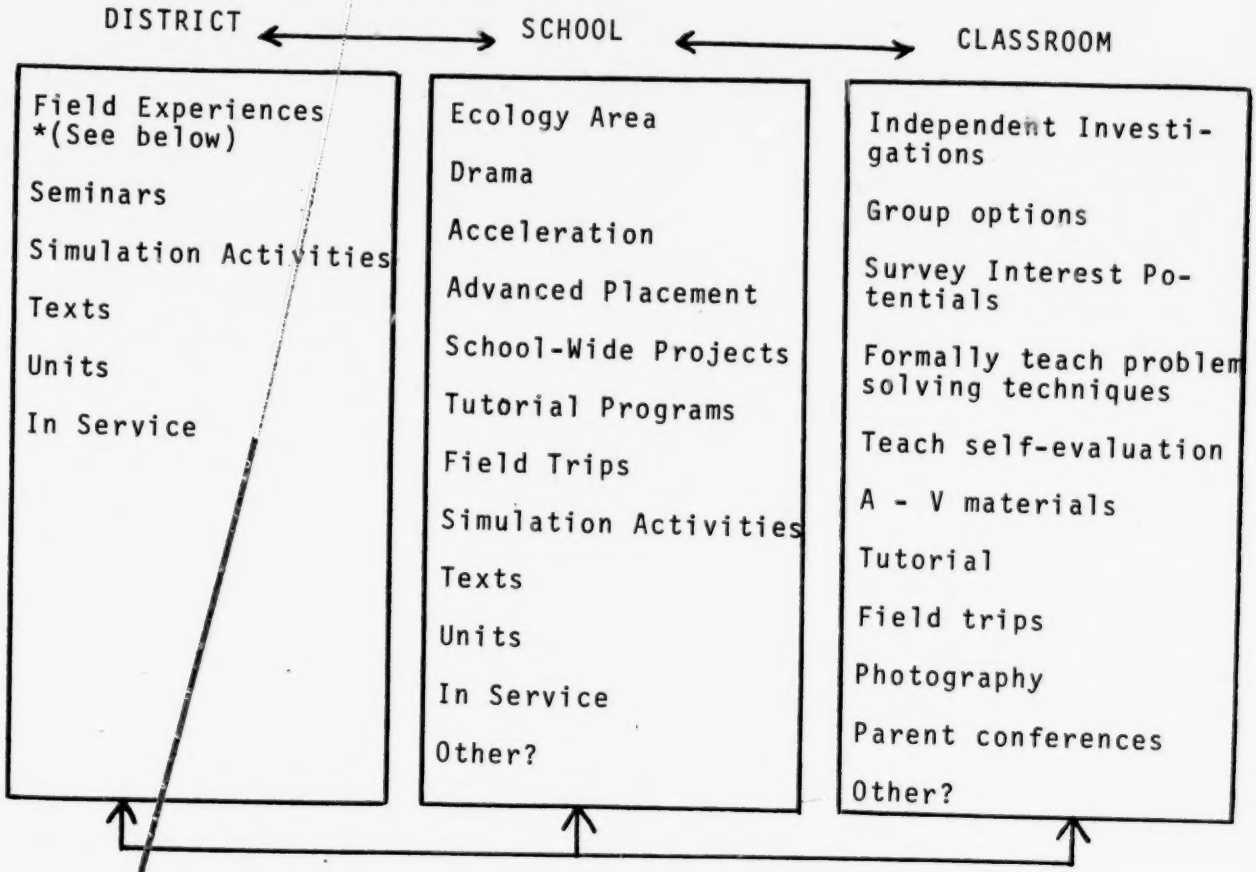
1. flexibility in curriculum
2. learning levels that vary
3. rates of learning that vary
4. grouping based on pupil needs
5. adequate planning that insures sequential skill development in affective and cognitive domains
6. materials that are appropriate
7. fostering and developing democratic behavior

In the Sunnyvale School District the above characteristics are to be reflected in a baseline instructional program.

Reading:	A minimum of three instructional groups.
Math:	A minimum of two instructional groups.
Social Science and Science:	Instruction based on problem solving techniques utilizing student committees.
Fine Arts:	Instruction that reflects a variety of experiences.
P.E.:	Instruction that provides for skill development that meets or exceeds state requirements.

5.2 MGM PROGRAM - SUGGESTED MODEL - QUALITATIVELY DIFFERENT PROGRAM

The following model represents a qualitatively different program for MGM instruction.



*Seminar - Field Trip (Suggested model)

1. Involve outside consultant with expertise in a particular field (Ex. marine biology, computer technology, theater, etc.)

   1.1 Preparatory session
   1.2 Field trip
   1.3 Follow-up session

2. Principals, teachers and students work together to plan seminar-field trip packages based on interests and needs of gifted students.

3. Combine schools to produce enough students for a group. (40 - 60)

4. Not all gifted students will necessarily participate in all seminar-field trip packages. Each gifted student will, however, participate in a minimum of 3 seminar-field trip packages during the school year.

5.3 CASE STUDY FOLDER

Each teacher of MGM students shall develop instructional goals and objectives for each student. These plans will be based on student need and interest and will provide for 200 minutes a week of qualitatively different instruction. This plan may include classroom, school, and district activities. It will be placed in each student's case study folder. (Ref: MGMP Guide, pgs. 6-10, 12-13 and appendix 1.4) Completed District MGM forms are also filed in the Case Study Folder.

6. IN-SERVICE

6.1 District

6.1.1 The District organizes and implements an in-service training program to acquaint administrators and teachers with the various aspects of the MGM Program.

6.1.2 The District shall supply consultant help for the in-service program.

6.2 School

6.2.1 The principal shall provide necessary building in-service for local school program implementation.

7. BUDGET

For instructional purposes the Sunnyvale School District receives $60.00 per identified student of wnich one-third ($20.00) is retained by the District and two-thirds ($40.00) is disbursed to schools. Students who enter the program after the beginning of the school year generate one-half of the above funds unless the student has been in the program since the beginning of the school year. In this case the student would generate the full amount.

Principals are requested not to authorize expenditures of more than 70% of the school's alloted MGM funds prior to the second semester when a more accurate student count can be made for the year.

8. RECORDS

8.1 MGM forms #100, #200, #300, #400, (Ref: MGMP Guide appendix 1.1, 1.2, 1.3, 2.1)

8.2 A record of the student activities shall be maintained. (See attached suggested form 300A)

8.2.1 Proposed activities
8.2.2 Behavioral objectives
8.2.3 A specific evaluation of the objectives

8.3 A student key sort card, now designated MGM form #500, will be maintained by the Curriculum Department. A duplicate of this form may be retained at the school on an optional basis. This card will provide easily obtainable information related to MGM student interests and school location, and will thereby facilitate program development. Further information will be forthcoming in the near future.

9. PARENT INVOLVEMENT

9.1 Early in the school year it shall be the responsibility of each school principal to inform parents of MGM students regarding the content of the MGM program. (See 4.10.1 above) This may be accomplished through a general meeting, a parent conference or an individual letter. (See attached sample introduction)

9.2 The principal may wish to extend an invitation to the parents to participate as volunteer aides in the program.

9.3 The school MGMP committee may be augmented by parents (see 2 above) or a separate MGM parent-staff committee may be formed.

10. EVALUATION

Community, school, and district shall all be involved in an ongoing evaluation of the program. This would include a parent evaluation of the district Mentally Gifted Minor Program as well as a response tailored to local school MGM programs. In order to produce a valid evaluation, each school must provide specific information about their program to parents through parent-teacher conferences, general meetings, and written communication. It is recommended that teachers and students also be involved in an evaluation of the MGM program.

11. COMMUNITY COMMUNICATIONS

The importance of communicating in every way possible with the community regarding the activities of the MGM Program cannot be overemphasized.

11.1 News releases

11.2 Letters home to parents of MGM students

11.3 Involvement of parents of MGM students in program planning and, when possible, in program implementation

11.4 District newsletter

11.5 Cable television

11.6 Other

SUGGESTED INTRODUCTION FOR A LETTER TO PARENTS DESCRIBING THE MGM PROGRAM

Dear _____:

In a continuing effort to improve and to be accountable to the public for its Mentally Gifted Minor Program, the Sunnyvale School District makes the following commitment:

The regular program of instruction will be supplemented by an enriched program exclusively for those students who qualify for the MGM Program. The school district will sponsor and conduct seminars and field trips designed to stimulate creative thinking in areas of interest identified by MGM students.

Each teacher will conduct a pupil interest survey which will provide guidance for individual and group projects. Instruction shall emphasize the process operations of classification, communication, controlled experimentation, measuring, sampling, listening, observing, inferring and locating authority sources. Students will have weekly exposure to these operations in the areas of literature, mathematics, science, fine arts and the social sciences depending on student need and interest.

NOTE:

It is intended that the above will be followed by a detailed description of the program characteristics peculiar to the individual school.

M.G.M.P. STUDEN. LANNING FORM

Date_____

Name_____Grade_____School_____Completed by_____

Area of Interest_____

Proposal: (See MGMP Guide, Appendix 5.1 - 5.7)

_____

_____

_____

_____

_____

Behavioral Objectives: (See MGMP Guide, pg. 13)

_____

_____

_____

_____

_____

Materials Needed:

1)

2)

3)

4)

5)

6)

EVALUATION

How will objectives be measured:

Evaluative Comments: TO WHAT EXTENT WERE THE OBJECTIVES MET? (Please be specific.)

MGM Form #300-A.

SUNNYVALE SCHOOL DISTRICT
750 East Arques Avenue
Sunnyvale, California

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1971 - 1972

MENTALLY GIFTED MINOR PROGRAM

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INTRODUCTION

EDUCATION OF THE GIFTED

The Sunnyvale School District accepts the responsibility for the education of all eligible children attending local schools. Mentally Gifted Minors (MGM) should benefit to the fullest possible degree as they progress through the educational experiences provided.

Background

It is the intent of the district to develop a program which will operate within the framework of the regular school organization, thus taking advantage of the strengths of members of the school's resident staff assisted by the district consultants, librarians, nurses, parents, and other professionals. It is also intended that outside consultant help be utilized as needed to further the orderly development of our program.

The Sunnyvale School District has elected to decentralize the operation of the MGM Program to each school. The school principal, as the educational leader of the school, will administer the program within the bounds provided by this handbook to implement a qualitatively different program as legally required.

It is recognized that providing for the needs of all children, whether gifted or not, is the prime responsibility of the classroom teacher.

The State Legislature has changed the laws regulating gifted programs. The new legislation mandates that schools provide 200 minutes per week of "qualitatively different" instruction. In order that instruction be "qualitatively different" it must provide instruction that is beyond grade level for the student; (acceleration) or; that goes into greater depth or into different materials than would ordinarily be used, (enrichment).

Goals for a Mentally Gifted Minor Program

The Mentally Gifted Minor Program should help each gifted child develop to the maximum of his capacity, and to function as a responsible member of a viable democratic society.

The Program should:

- Help each child to develop the power to think constructively, to solve problems, to reason independently, and to accept responsibility for self-evaluation and continuing self-instruction.
- Citizenship and Civic Responsibility. The Program should:

  Provide all children educational opportunities and experiences which emphasize the American heritage and the responsibilities and privileges of citizenship and of leadership.

  Help equip each child for intelligent participation in the democratic processes through which this country is governed.
- Competencies in Social Relationships

  Assist each child in his efforts to make a place for himself in the community and to the larger society of the state and nation.

A more explicit expression of probable learning outcomes for Mentally Gifted Minor students categorized as Learning Skills; Cognitive Processes; and Affective Processes follows: [1]

LEARNING SKILLS

Learning skills include problem solving, attention, and initiative and independence.

A. Problem solving

1. Applies problem-solving procedures gained from the social sciences to everyday situations.
2. Habitually checks multiple sources for information.
3. Risks tentative ideas for further development through discussion.
4. Formulates and attempts to check out hypotheses.
5. Shows unusual ability to organize complex tasks.
6. Pursues problem solving through systematic search to conclusions.
7. Follows through on his most productive ideas to satisfactory conclusions.

B. Attention

1. Demonstrates prolonged attention when working on independent investigations.
2. Tends to be difficult to distract when searching for complex answers.
3. Works beyond the designated time allotted for a task (e.g., into recess time) or undertakes self-assigned homework investigations.

C. Initiative and independence

1. Pursues self-initiated learning to greater depth than do his peers.
2. Displays evidence of curiosity and attempts experimentation.
3. Uses delays in classroom routine productively.

COGNITIVE PROCESSES

1. Utilizes complex cognitive processes of productive thinking (Guilford's "Structure of Intellect"; convergent production, divergent production, and evaluation; higher levels of Bloom's Taxonomy I; advanced abstraction levels)[2]
2. Tolerates longer periods of openness or ambiguity before seeking closure.
3. Is an absorbed listener in discussions or challenging presentations of adults or peers.
4. Raises penetrating questions beyond the minimal "need-to-know".
5. Examines objects closely, experimenting with various angles and possibilities.
6. Challenges, compares, and perceives contradictions in ideas of authorities.
7. Entertains bold new possibilities for finding solutions.
8. Uses analogies in writing and speaking.
9. Demonstrates flexibility through production of a variety of ideas.
10. Interacts with adaptability to the ideas presented by others.
11. Elaborates his own ideas to present adequate detail and rationale.
12. Extends his own ideas and those of others ("piggy-backs" on ideas), deriving further inferences, syntheses, and implications.
13. Finds relationships between apparently unrelated concepts across several subject disciplines.
14. Synthesizes complex patterns of relationships between ideas.
15. Seeks and accepts constructive criticism of his own ideas and work.

AFFECTIVE PROCESSES

1. Perceives familiar objects or ideas in new ways.
2. Is not satisfied with simple cognitive performances, such as mere accumulation of knowledge or memorization of data.

3. Displays intellectual honesty in an intense search for truth.

4. Prefers to learn in creative and independent ways rather than by authority.

5. Exhibits freedom of expression in oral discussions and story telling.

6. Shares his own discoveries with others.

7. Is open to aesthetic experiencing, awareness of beauty in the arts, and human sensitivity to others.

8. Is comfortable with expressions of intuitive ideas or imaginary propositions.

9. Is unashamed in spontaneous expressions of feelings derived from human understandings, whether of imaginary or real persons.

10. Evidences concern for his peers, his neighbors, and distant persons.

11. Displays self-confidence and assurance without selfishness or lack of consideration for peers and others.

12. Sets realistic but active goals for his self-actualization.

13. Accepts constructive criticism as helpful for his personal growth.

14. Tolerates negative adult and peer pressures without giving up in pursuit of possibly valid solutions to problems.

1 Social Sciences: Curriculum Guide for teaching Gifted Children Social Sciences in grades four through six, California State Department of Education, 1970

2 Reference: J. P. Guilford and P. R. Merrifield, The Structure of Intellect Model: Its Uses and Implications, Los Angeles, University of Southern California, 1960.

LEGISLATION

Brief Summary *

The school principal will develop, install and operate a Mentally Gifted Minor Program consistent with District and State regulations.

The Mentally Gifted Minor Program according to Section 3821 or 3822 of Title 5, California Administration Code, will include a written plan that:

a) is available for public inspection.

b) states the goals and objectives which the pupils are expected to achieve.

c) describes qualitatively different curricula.

d) describes the services to be rendered and the activities to be included for each participating pupil for a minimum of 200 minutes per week.

e) describes special facilities and special materials to be used.

f) describes methods to be used in evaluating the various components of the program.

The program will require participation of those for whom a special allowance is claimed, an amount of time each week which will average one class period (of at least 40 minutes) per day for a full seventeen weeks each semester.

Assembly Bill 272 passed by the 1967 session of the California legislature, provides general apportionments to school districts of $40.00 for initial identification of a gifted child and $60.00 each year for program costs for each child after his enrollment.

*See Appendix for more complete legislative coverage.

SUNNYVALE MENTALLY GIFTED MINOR PROGRAM

The Mentally Gifted Minor Program is a "quality" instructional program. The strengths interests and weaknesses of each child should be identified, and teachers should then prescribe a program which addresses each need. The classroom teacher is seen as the main contributor toward establishing a yearly plan (case study) for MGM students assigned her room.

Class organization

Organizational patterns will vary among the schools depending on the number of identified gifted. Cluster grouping may be used where there are only a few identified gifted at each grade level. The school plan developed by the principal should indicate the organizational plan which the school is developing to accommodate the program.

Cluster grouping (where utilized) may either:

1) group identified children within a class for the entire year, or

2) group children from several classes into a 200 minute per week qualitatively different program.

Classroom instruction

The primary responsibility to provide a program of instruction that will meet the needs of the gifted child will remain with the classroom teacher. The following outline is to be used as a guide in determining the teacher's responsibilities as they pertain to the educational objectives for the child.

1. Consulting with students

   A. Semi-self directed study

      1. Develop with the student a curriculum plan that meets the needs of the student.
      2. Provide time and assist with his use of time.
      3. Provide facilities.
      4. Provide options.

   B. Elective Program

      Arrange the child's schedule so that he can participate in the elective offerings of the school.

   C. Enrichment program

      1. Develop a flexible, individualized, and enriched curriculum.
      2. Maintain goals and objectives.
      3. Provide time.
      4. Provide space (library, learning center, classroom area).
      5. Obtain materials.

D. Counseling

1. Maintain a case study for each student.
2. Counsel student.
   a. Evaluate pupil progress with the child and parents.
   b. Diagnose learning difficulties.
   c. Provide effective remedial instruction where necessary.
   d. Provide challenging and interesting materials and the opportunity to explore, experiment and inquire.

IDENTIFICATION

The responsibility for identification rests with the Director of Special Services. He will make such decision based upon the recommendation made by a committee at each school consisting of a school principal, a classroom teacher, a school psychologist, and any other person designated by the Director of Special Services.

The Committee will make a recommendation based upon the following four methods:

K - 6 An individual intelligence test of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

7 - 8 A score at or above the 98% on a group test of mental ability and a score at or above the 98% on a standardized test of reading achievement or math achievement administered within 24 months of identification.

K - 8 The judgements of teachers, psychologists and school administrators who are familiar with the demonstrated ability of the child. A maximum of 5% of pupils reported shall be allowed in this category.

K - 8 Culturally disadvantaged, underachieving children may also be admitted by the committee named above when (1) in the judgement of the committee, all concurring, that the child would achieve in the upper 2% were it not for his cultural disadvantage; (2) where test scores reveal discrepancies between general intellectual ability and achievement; (3) all available school records indicate above.

PROGRAM GUIDELINES AND A CHECKLIST OF LEGAL CRITERIA FOR IDENTIFYING AND EDUCATING MENTALLY GIFTED MINORS

Direct Classroom Instruction

Qualitatively different instruction for a total of 200 minutes per week must be provided for identified Mentally Gifted Minor students. The qualitatively different instruction may be through enrichment and/or acceleration.

Flexible plans for seminars

The principal may provide seminars to meet specific student interest and needs as an extension of work being done by classroom teachers through the use of librarians, aides, volunteers and community resource persons.

Involvement of other resource persons

It is expected that the total resources of the school will be utilized in the development of worthwhile Mentally Gifted Minor Programs.

- The librarian, resource center personnel and other staff members.
- Parents and other community resources.

Materials

Some instructional kits and some equipment left over from the MGM Program operated by the advisers are now kept in the District Instructional Materials Center. Please refer to the 1971-72 Instructional Materials Catalog for a listing of these materials. Additional materials and equipment may be purchased at the building level through MGM decentralized funds to meet the specific needs of the students in the program.

Checklist of Legal Criteria

1. IDENTIFICATION of each mentally gifted minor (for whom a special allowance is claimed) pursuant to Section 3821 or 3822 of Title 5, California Administrative Code.
2. DEVELOPMENTAL CASE STUDY
3. WRITTEN CONSENT OF PARENT OR GUARDIAN
4. WRITTEN PLAN
   a. Is available for public inspection
   b. States the general and specific goals which pupils are expected to achieve
   c. Describes qualitatively different curricula
   d. For special services and activities, describes the services to be rendered and the activities to be included for each participating pupil for a minimum of 200 minutes per week.

4. WRITTEN PLAN (cont.)

e. For a "special day class" includes opportunities for gifted pupils to engage with other pupils in supervised curricular or extracurricular activities outside the minimum school day.

f. Describes special facilities and special materials.

g. Describes methods to be used in evaluating the various components of the program (including an annual review of pupil progress and of the administration of the program.)

h. Describes procedures for administrative modification of aspects of program.

5. TIME REQUIREMENT -- Participation of each Mentally Gifted Minor for whom a special allowance is claimed (a) for an amount of time each week which will average one class period (of at least 40 minutes) per day for a full seventeen weeks each semester or (b) for a minimum of an average of three forty-minute periods per day for a total of 20 days during the summer.

6. TYPES OF PROGRAMS

a. Special services or activities

1. Supplemental educational activities to suit abilities and interests

(a) Use of advanced materials

(b) Special help through persons other than regular classroom teacher

2. Correspondence or tutoring

3. Acceleration (placement in advanced grades or classes)

(a) The grades or classes are, in fact, more advanced

(b) Pupils receive special instruction outside the regular classroom to assist them in handling the advanced work

4. Special counseling or instructional activity or seminars

(a) Carried on during or outside the regular school day

(b) Conducted on a regular and planned basis

(c) Providing additional educational opportunities not provided in the regular classroom

5. Educational activities designed for pupils identified under Title 5, Section 3822 (culturally disadvantaged, underachieving, mentally gifted minors).

(a) To overcome as soon as possible their cultural disadvantage and their underachievement.

5. (b) To enable them to achieve at levels commensurate with their abilities.

b. Special day class consisting of one or more classes and constituting a minimum school day.

(1) Is composed exclusively of mentally gifted minors.

(2) Is designed specifically to meet the special academic needs of mentally gifted minors.

(3) Is qualitatively different from other classes in the same subjects in school.

(4) Is taught by a qualified teacher of gifted children.

7. APPROVAL OF PROGRAMS BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION required for all programs (continuing or new) conducted on or after July 1, 1970.

RESPONSIBILITIES OF PERSONNEL

Assistant Superintentendent - Operations

He shall approve the development of general program guidelines.

Director of Curriculum

Approve plans submitted by principals for individual school Mentally Gifted Minor programs.

Understand and disseminate legal requirements.

Arrange for MGM inservice of principals and teachers involving consultants where appropriate.

Coordinate all aspects of the program.

Advise principals of objectives and opportunities of program.

Prepare report for State Department of Education and for district superintendent.

Explore new avenues of implementing program.

Evaluate program and send recommendations to Assistant Superintendent - Operations.

Director of Special Services

Understand state and district philosophy toward program.

Provide testing relating to legal identification of MGM minors.

Provide for psychological referral and follow-up as needed.

Cooperate in district research relating to the program.

Provide repository for testing and psychological data at district level.

Inform personnel of legal requirements and changes in identification requirements as they occur.

Director of Special Services (cont.)

Establish procedures for identification and testing of children for program.

Arrange for necessary psychometric testing.

Keep current regarding Mentally Gifted Minor Program.

IMC Coordinator

Understand Sunnyvale School District Mentally Gifted Minor Program.

Advise principals and teachers regarding appropriate instructional materials to implement the program.

Provide catalog listing of MGM materials at the district level.

Assist in the acquisition of new materials for the program.

Provide inservice assistance to learning center personnel in order that they implement the program.

Understand state and district philosophy toward program.

Keep current regarding Mentally Gifted Minor Program.

Principal

Adapt state and district gifted child philosophy to needs of children attending his school.

Acquaint his teachers with objectives of program, special needs of identified children and services offered by program.

Provide scheduling and facilities for proper functioning of program in his school.

Offer ideas and materials for classroom enrichment and acceleration.

Administer the proper expenditure of MGM funds at the school level.

Arrange for gifted child testing and staffing.

Initiate case study folder by recording data on MGM Form # 100.

Arrange for parent consent, conferencing, understanding and participation.

Maintain an up-to-date list of children included in program.

Provide means of correlating MGM Program with total program in his school.

Evaluate effectiveness of program with staff members at the school level.

Serve as chairman of Identification and Placement Committee at his school.

Submit yearly plan of school program to Director of Curriculum by May 15.

After the committee has recommended child's admission to the program, principal should see that cum folder is noted in the appropriate space provided.

Principal (cont.)

Local School Mentally Gifted Minor Program Development

By May 15th of each year the principal will submit a plan to the Director of Curriculum indicating how the staff intends to meet the unique needs of students in his school in terms of the legal requirements. (See Appendix - 3.1).

Support data required in plan (See Appendix - 2.1 for format).

Number of participating gifted students.

A school plan to implement the district Mentally Gifted Minor guidelines. This information should indicate which teachers will participate, the class organization, acceleration and enrichment plans, an evaluation plan, etc.

The plan should also indicate the materials which will be needed to implement the program.

Program Budget

Each school will be assigned a budget to implement the program. Budget amounts will be determined according to State funding and the number of eligible students.

Classroom Teachers

Understand philosophy and objectives of program.

Assist with the selection and identification of children. Serve on Mentally Gifted Minor Program Committee at request of principal.

Evaluate strengths and weaknesses of identified children to meet their needs.

Develop a cooperative plan to meet needs of the identified students.

Become cognizant of services offered by the program and concerned with adapting them to the needs of the children.

Maintain a developmental case study for each identified child.

Work cooperatively with the other teachers in the instruction of the selected children.

Evaluate effectiveness of program in relation to children's progress and types of enrichment used.

Plan additional types of enrichment or acceleration with other teachers and other staff members.

Submit names of students to principal for screening into the MGM Program.

Submit requests for special materials to the principal.

Hold two conferences each year with MGM parents for planning and evaluation.

Prepare yearly plan for each MGM student which provides acceleration or enrichment experiences expressed in objective format.

*Some examples are noted below:

Enrichment

1. "Given Mary's interest in drama and her desire to develop more leadership, she will assist in the development of a two act play during the 1971-72 year. She will provide leadership in the manufacture of stage props and also direct the play."

2. "John will design, build and launch a model rocket during this year. He will also make a movie of the launching."

3. "During 1972-73, Nancy will develop a science dictionary for her own use with a minimum of 250 new items."

Acceleration

1. "Given Bill's reading achievement which is 3 years above that of an average fourth grader, and his ability in abstract thinking, he should:

   a. Take part in the Great Books Program offered to other MGM students.

   b. Be encouraged to read widely from self selected library books.

   c. To give book talks or "book sells" to other students. His formal instruction in the classroom reading program will be appropriate to his reading level."

*Other suggested areas are found in the Appendix (Primary and Intermediate Acceleration and Enrichment Practices).

2. "Elaine is able to achieve in arithmetical reasoning and computation at a 6th grade level rather than the fourth grade she is assigned to. She will take part in the "math cluster" conducted by Mr. Smith during the 1971-72 school year. The cluster plan also implements cross-age tutoring in this school and Elaine will also assist other children as a part of her program."

Librarian and/or Resource Center Personnel

Understand philosophy and objectives of program.

Promote appreciation of fine literature.

Provide materials and serve as a resource in areas in which she has special interest and training.

Assist in the conduct of research with individuals and teams of Mentally Gifted students.

Recommend the purchase of materials for specific emerging needs of gifted students.

Work with the total school staff to share and develop ideas with teachers regarding the MGM Program, and individuals within the program.

Psychologist

Understand philosophy and objectives of program.

Administer special tests as needed.

Confer with teachers regarding learning strategy and development of case study.

Serve on Mentally Gifted Minor Program Committee.

Provide psychological assistance as needed. This may include individual counseling.

Evaluate the effectiveness of program for children needing psychological help.

Consultant Assistance

It is anticipated that the orderly development of the Sunnyvale Mentally Gifted Minor Program will be facilitated through evaluation and program improvements involving both district curriculum consultants and outside consultant help as needed. Consultant assistance can be arranged for at the building level with MGM funds which accrue to the school or at the district level with coordination by the Director of Curriculum. It is anticipated that during the first year of operation in this new format that the district will hold a number of meetings for principals and staff members to:

1. Broaden understanding of the MGM Program.
2. Develop qualitatively different, 200 minute per week, programs for the MGM in the schools.
3. Develop MGM plan to support the program at each school.
4. Assist in the development of evaluative techniques, and in the evaluation of the Sunnyvale program.

The Local School Mentally Gifted Minor Committee

The Committee is composed of the principal, who acts as chairman; the school psychologist assigned to the school; and teachers as named by the principal.

The responsibilities of the Committee are as follows:

1. Assist in development of local school Mentally Gifted Minor Plan.
2. Recommend program changes at district or building level.
3. Recommend children to the program under the provisions promulgated by the Education Code. (See Appendix.)
4. Conduct an annual evaluation of the building MGM Program.
5. Suggest inservice needs to the Director of Curriculum.
6. Consider other aspects of the program as directed by the principal.

APPENDIX

MENTALLY GIFTED MINOR PROGRAM REGULATIONS

Page			
	The MGM Individual Case Study		
1.1	Form # 100	Screening and Identification	Form and directions
1.2	Form # 200	Parent Permission	Form and directions
1.3	Form # 300	Annual Student Developmental Profile	Form and directions
1.4		Anecdotal notes and other inserts - directions	
	Principal's Annual Plan		
2.1	Form # 400	Principal's Annual Plan	Form and directions
	Legal Provisions		
3.1	Amendments - California Administration Code - Mentally Gifted Minor Program		
	Indicators of Mental Giftedness		
4.1	Some Characteristics of Mental Giftedness		
4.2	MGM Screening Instrument for Identifying Culturally Disadvantaged		
	Enrichment and Acceleration Activities		
5.1	Primary Activities	Language Arts	
5.2	Primary Activities	Spelling	
5.3	Primary Activities	Science	
5.4	Primary Activities	Social Studies	
5.5	Intermediate Activities	Language Arts	
5.6	Intermediate Activities	Creative Arts	
5.7	Intermediate Activities	Independent Work	
6.1	A Sample School Annual Plan		
7.1	A List Of Behavioral Terms		

FORM # 100 - This Form serves the function of initiating the student into the program.

Prior to formal admission into the MGM Program favorable results of a Stanford Binet, or Wechsler test must be considered by a MGM committee at the school level and a recommendation to admit the student into the program be signed by the members of the committee.

- Prior to the individualized test, the classroom teacher submits names of students who score at the 98th percentile in reading or math in group achievement tests, in the neighborhood of 130 in a group intelligence test, or 130 in a Slosson, Lorge-Thorndike or Columbia test, are referred to the principal.

- The principal fills in the left-hand side of Form # 100 and arranges individual testing by the psychometrist who fills in the upper right-hand side of the form.

- The MGM Committee considers the criteria on page 7 of this handbook in recommending the student be included or not included in the program.

SUNNYVALE SCHOOL DISTRICT
Office of the Superintendent
Instructional Services Division

SCREENING AND NOMINATION FORM
MENTALLY GIFTED MINOR PROGRAM

SCREENING DATA

Pupil's Name_____ Grade___

School_____ Teacher's Name_____

Date of Referral_____

Slosson_____ Columbia_____

Lorge Thorndike_____ Reading_____

Other_____

Other pertinent evidence as to this pupil's general intellectual and scholastic development (this should include evidence of language, culture, economic or environmental handicaps.)_____

MGM Form # 100
(Submit in duplicate)

COMMITTEE ACTION REPORT

Form of Test Used_____ Results_____

Date of Test_____ Psychometrist Initial_____

Comments:_____

We recommend this student: be included ☐

not be included ☐

_____
Teacher

_____
Other Member

_____
Psychologist

_____
Principal

_____
Date of Committee Action

A copy of this form must be completed by the psychologist and returned to the principal, this information is a necessary and permanent part of the student's individual case study.

FORM # 200 - This form signifies the parent's permission to take part in the program.

One of the legal requirements necessary for funding under the state program is that a parent or guardian sign a permission slip. This form needs to be signed only once as long as the child continues in the program.

The form should not be sent home until the child has been tested by the psychometrist and the school Mentally Gifted Minor Program Committee has recommended that he take part in the program.

It is also recommended that the form be signed during a parent-teacher conference arranged for the purpose of communicating the purposes of the program to the parent and for initial planning of objectives for the identified child. This form should then be kept in the folder.

SUNNYVALE SCHOOL DISTRICT
Office of the Superintendent
Instructional Services Division

PARENT PERMISSION FORM

_____
School

_____
Date

Dear _____:

Your child, _____, has met the criteria for participation in the Program for Mentally Gifted Minors. The program has been organized to more effectively meet the individual differences of each child.

It is important that these children be challenged by activities which will develop more independent work habits and greater self-reliance. Reference and research skills and creative approaches to learning, as well as academic achievement, will be stressed.

It is our recommendation that your child be included in this program. If it is your desire that he/she participate, please indicate below and return this letter to the principal.

Sincerely,

_____
Principal

My child has permission to participate in the Sunnyvale School District's Program for Mentally Gifted Minors.

_____
Signature of Parent or Guardian

_____
Date

FORM # 300 - This form establishes annual plan for the pupil.

PARENT TEACHER CONFERENCING

Parents of the gifted student will be conferenced early in the fall and again in the spring during regular Sunnyvale School District conferencing periods. (MGM Form 300). This form should be attached to the folder on the right hand page. These are filled out by the teacher of the identified student each year. The basic purpose of this form is to use emerging information to plan a program for the student during the year and to make recommendations for next year's teacher.

Key phrases are given below with explanatory information to be completed by the teacher.

1. Name - refers to student's name.
2. Grade - refers to grade the student is in at the time the conference is held.
3. Teacher - refers to student's current homeroom teacher.

Enrichment Plan and Acceleration (Fall Conference)

Refers to Fall Conference. Plan will express how a program is qualitatively different than regular school program.

Areas of Special Strengths

Indicates academic disciplines student shows greatest interest in, and areas where improvement is needed.

Competency - District Achievement Scores

This section need not be filled in each year except as new test data is available.

Year in Program

Indicate whether first or second, etc., year in the program.

Signatures

The plan is to be reviewed at a parent conference early in the school year. Parent and teacher should sign the form. If a third person is involved in the conference, a place is provided for the signature as well.

Note: In the upper - middle grades and in the intermediate schools, conferences with the student would also be appropriate.

Spring Conference - Enrichment and Acceleration Plan

Spring Conference recommendations for the next year's teacher should be indicated. The teacher should refer to the handbook for examples of recommendations which would be possible.

ANNUAL STUDENT DEVELOPMENTAL PROFILE FORM

Name_____
Grade_____ Year_____
School_____
Teacher_____

I. ENRICHMENT AND ACCELERATION (Fall Conference evaluation and planning)

_____

_____

_____

II. Areas of Special Strengths_____ Areas where improvement is needed_____

SIGNATURES: _____ _____
Parent Teacher

III. COMPETENCY AS INDICATED BY DISTRICT ACHIEVEMENT TEST SCORES

	Reading		Language		Arithmetic	
	Voc.	Comp.	Total	Spelling	Compu.	Concept
+4 yrs.						
+3 yrs.						
+2 yrs.						
+1 yr.						
gr. lv.						
-1 yr.						
-2 yrs.						

IV. ENRICHMENT AND ACCELERATION PLAN (Spring Conference evaluation and planning)

_____

_____

_____

Years in program_____

SIGNATURES: _____ _____
Parent Teacher

MGM Form 300

ANECDOTAL REPORTS AND OTHER INSERTS TO BE KEPT IN CASE STUDY

The teacher may keep anecdotal records of student accomplishment and samples of the student's work in the folder for the teacher's use; for program evaluation; for teacher-pupil or teacher-parent conferencing; etc.

At the end of each year, the folder contents should be reviewed and materials that have served their usefulness deleted.

Forms 100, 200, 300, should not be deleted from the folder.

Form # 400 - Principal's Annual Plan

The principal will submit an annual plan which will indicate how he plans to utilize funds to purchase materials and also how he plans to utilize staff members at his school.

- Indicate number of students currently in program.
- Indicate number of teachers currently working with MGM students.

Projected

- Indicate the number of students predicted in Mentally Gifted Minor Program for ensuing year.
- Indicate number of teachers who will assist with the MGM Program for ensuing year.
- Describe on the bottom of the form or on a separate attachment the general pattern of instruction in narrative form, showing whether there will be clusters of students or whether students will be brought together periodically during the week for 200 minutes for qualitatively different instruction, etc. (Additional pages may be used as necessary.)

Principal should multiply the number of students anticipated in the program by $40.00 to anticipate funds which will be available for the ensuing year. He should use not more than 70% of these funds until the second half of the year when an actual number of students can be counted.

SUNNYVALE SCHOOL DISTRICT

MENTALLY GIFTED MINOR PROGRAM

PRINCIPAL'S ANNUAL PLAN

CURRENT	PROJECTED
_____ Number of children currently in Program	_____ Number in Program for ensuing year
_____ Number of teachers currently working with MGM students	_____ Number teachers who will assist in Mentally Gifted Minor Program
	Projected number of students X $40.00
	_____ BUDGET

INDICATE THE GENERAL PLAN OF INSTRUCTION:

AMENDMENTS
CALIFORNIA ADMINISTRATIVE CODE
MENTALLY GIFTED MINOR PROGRAM

Section 1. Section 199.10 of Title 5 ot the California Administrative Code is renumbered and amended to read:

199.9. GENERAL PROVISIONS. (a) This article applies only to special educational programs for mentally gifted minors described in Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code. (b) The terms used herein have the same meaning as in that article.

Section 2. Section 199.11 of said title is renumbered and amended to read:

199.10. IDENTIFICATION OF MENTALLY GIFTED MINORS. The responsibility for the identification ot a pupil as a mentally gifted minor for whom special allowances may be paid under the provisions ot Education Code Section 6426 (hereinafter called "mentally gifted minor") shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based upon a developmental case study made by an identification and placement committee (hereinafter called "the committee") of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologist's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification.

Except for culturally disadvantaged, underachieving pupils described in Section 199.11, among the items of evidence studied by the committee shall be evidence described in either (a), (b), or (c):

(a) A score at or above the 98th percentile on a full scale individual intelligence test approved by the Superintendent of Public Instruction and administered to the pupil by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested.

(b) For a pupil in grades seven through twelve, a score at or above the 98th percentile in each of two tests chosen from a list of tests approved for the purpose by the State Board of Education and administered by a qualified person to the pupil while he was enrolled in grade 7 or above and within 24 months ot the date of identification. The two required tests are:

(1) A standardized full-scale group test of mental ability.

(2) A standardized test of one of the following:

(A) Reading achievement
(B) Arithmetic achievement
(C) Science achievement
(D) Social science achievement

(c) The judgments of teachers, psychologists, and administrators and supervisors who are familiar with the demonstrated ability or potential of the minors. In any given district not more than five per cent (5%) of the pupils identified under Section 199.10 as mentally gifted minors shall be identified on such judgments alone.

Section 3. Section 199.11 is added to said title to read:

199.111. SEPARATE CRITERIA FOR IDENTIFYING CULTURALLY DISADVANTAGED, UNDERACHIEVING, MENTALLY GIFTED MINORS. A culturally disadvantaged, underachieving, mentally gifted minor shall be identified by the committee described in Section 199.10 as follows:

(a) As "culturally disadvantaged" -- through the committee's study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past and may in the future interfere with his success in school, restrict the development of intellectual and creative ability, and prevent full development of his potential. The report of the committee shall specify the disadvantage or disadvantages to which the pupil is subject. "Cultural disadvantage" shall be distinguished from cultural difference; it implies a lack of cultural background rather than a comparison among cultures.

(b) As "underachieving scholastically" -- by comparing the pupil's general intellectual capacity with his achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

(1) The judgment of the committee, all concurring, that the pupil could achieve at the upper two per cent (2%) level were it not for his cultural disadvantage.

(2) Test scores revealing discrepancies between general intellectual ability and achievement.

(3) All pertinent school records.

(c) As "mentally gifted" -- on the basis of the judgment of the committee that he may be expected within a reasonable time and with appropriate curricular modifications to perform in school at a level equivalent to that of the mentally gifted minors identified pursuant to Section 199.10. This judgment shall be based upon one or more of the following:

(1) Precocious development and maturation in the preschool or primary period, or outstanding scholastic accomplishment at any point in his school career.

(2) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or structured settings.

(3) Outstanding achievements, skills, or creative products.

(4) Scores at or above the 98th percentile on nonverbal (performance scores of individual intelligence tests approved by the Superintendent of Public Instruction.)

(d) In no case shall the minors identified pursuant to this section exceed two per cent (2%) of the culturally disadvantaged pupils (as defined in Education Code Section 6452) within the school district.

Section 4. Section 199.12 of said title is amended to read:

199.12. MINIMUM STANDARDS FOR PROGRAMS. A school program designed for mentally gifted minors shall meet the following standards:

(a) All pupils placed in the program are identified pursuant to Section 199.10 or 199.11 and are assigned to a program suited to their abilities and needs as determined by the committee.

(b) A developmental case study record is maintained for each pupil placed in the program.

(c) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program.

(d) The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of mentally gifted pupils, identified in Section 199.10 or 199.11, as appropriate

(e) A written plan for the program is available for public inspection at the same place or places as the district course of study. The written plan, which describes the qualitatively different curriculums for mentally gifted minors, includes:

(1) The purposes of the program, including the general and specific goals which pupils are expected to achieve.

(2) The special activities to be carried on as a part of the program.

(3) The special facilities and special materials to be used in connection with the program.

(4) The methods to be used in evaluating the various components of the program. These methods shall include an annual review of pupil progress and of the administration of the program.

(5) Procedures for administrative modification of aspects of the program.

(f) Programs shall be one or more of the following types in which special services or activities are provided each participating pupil for an amount of time each week that will average one class period (of at least 40 minutes) per day:

(1) Pupils remain in their regular classrooms, but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational activities the pupils use advanced materials or receive special help through persons other than the regular classroom teacher. These mentally gifted minors may be specially grouped within a regular classroom setting.

(2) Pupils are provided with additional instruction by the school of attendance either by special tutoring or through correspondence courses specified in Education Code Section 5971 and Section 101 of this title. Correspondence courses shall be supervised by a certificated employee within the pupil's school of attendance.

(3) Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

(4) High school pupils for a part of the day attend classes conducted by a college or junior college or participate in College Entrance Examination Board Advanced Placement programs.

(5) Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside ot the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.

(6) Special classes or seminars are organized to provide advanced or enriched subject matter during the regular school year or during a summer session.

(7) Pupils identified under Section 199.11 participate in educational activities designed to assist them to overcome as soon as possible their cultural disadvantage and their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities.

(8) Other program approved 90 days in advance by the Superintendent of Public Instruction.

(g) A program is maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks ot an annual school term. In a school which is not organized on the semester basis, one half of the days the regular day schools are maintained is deemed the equivalent of a semester.

(h) A program provided as a part ot an approved summer school meeting the time requirements set forth in Section 117 and which program is conducted for a minimum of an average of three forty-minute periods for each day on which the summer school is maintained, is deemed to be the equivalent of a program conducted for a semester. A pupil participating for a minimum of an average of three forty-minute periods per day in such a program in an approved summer school for a total of 20 days during a fiscal year may be counted as a participating pupil. The Fourth of July may be counted as one of the 20 days even though the school is not maintained on that day.

Section 5. Section 199.13 of said title is amended to read:

199.13. APPROVAL OF PROGRAMS. (a) Programs must be approved by the State Superintendent of Public Instruction. For any of the seven (7) types of programs specified in (f) of Section 199.12, such approval will be given whenever the applicable report ot gifted children (Form J-22 Pl and J-22 P2) includes a certification by the chief administrative officer of the district and by the county superintendent of schools that the program was conducted in accordance with Article 14, Chapter 6, Division 6 of the Education Code and met the standards set forth in Section 199.12. (b) Application for approval of any other program shall be filed with the State Superintendent of Public Instruction at least 90 days prior to the opening date ot the semester or the summer session during which the program will be given. The application shall include the information listed in (e) of Section 199.12 above.

Section 6. Article 24 (commencing with Section 199.20) of Subchapter 1 of Chapter 1 of said title is repealed.

SOME CHARACTERISTICS OF THE MENTALLY GIFTED MINOR *

All gifted pupils may not possess all of these characteristics

1. Unusual alertness and awareness of environment.
2. Unusual curiosity.
3. Concern with a philosophy for living.
4. Flashes of brilliant insight.
5. Creative thinking ability.
6. Knowledge about many things of which other children are unaware.
7. Originality in solving problems.
8. Performance of difficult mental tasks.
9. Keen powers of observation.
10. Logical reasoning in abstract areas.
11. Initiative to work and seek answers independently.
12. Persistence in accomplishing tasks.
13. Good powers of concentration over a long period of time.
14. Ability to organize and work independently.
15. Ability to find and correct errors.
16. Fulfillment of responsibilities.

Some gifted pupils may exhibit only one or a few of the preceding positive characteristics, but negative types of behavior such as the following often may be observed:

1. Lack of self-confidence and feelings of insecurity.
2. Little interest in academic subjects.
3. Careless work habits.
4. Striking unevenness in day-to-day performance.
5. Non-conformity in social relations.
6. Rebellious attitude.
7. Resistence to school rules and regulations.
8. Resistance to routine and drill.
9. Lack of tolerance for opinions and rights of others.
10. Poor self-control.
11. Withdrawn.
12. Apprehensive in new situations (lack of initiative).

*Adapted from May Seagoe material.

MGM SCREENING INSTRUMENT
for Identifying MGM Screening
Culturally Disadvantaged

Disregarding test results, would you rank this pupil in the upper five percent of his class in academic performance? In your opinion, is this child "mentally gifted?" Is classroom performance consistent with results of standardized tests?

Upper five percent?		"Mentally gifted" (by State Criteria)		Performance consistent with tests?	
Yes	No	Yes	No	Yes	No

Check the column which best describes the child's intellectual functioning. These items include a range of possible characteristics or objectives. A child is not expected to be high in all of them.

	Little		Moderate		Much	
	1	2	3	4	5	6
(1) Knowledge and Skills Possesses a comfortable knowledge of basic skills and factual information						
(2) Concentration Has ability to concentrate; is not easily distracted.						
(3) Enjoyment of School. Enjoys academic pursuits and assignments; likes school.						
(4) Persistence. Has the ability and desire to follow through on work; concerned with completion; able to see a problem through						
(5) Responsiveness Is easily motivated; responsive to adult suggestions and questions.						
(6) Intellectual Curiosity. Pursues interests primarily to understand or satisfy curiosity; questions the common ordinary, or the unusual; wants to know how and why; generates questions of his own (in connection with personal interests or group concerns.)						
(7) Challenge. Enjoys the challenge of difficult problems, assignments, issues, materials						
(8) Perceptiveness. Is alert, perceptive, and observant beyond his years; aware of many stimuli.						
(9) Verbal Facility. Shows marked facility with language; uses many words easily and accurately.						

	Little		Moderate		Much		
	1	2	3	4	5	6	
(10) Fluency of Ideas. Produces a large number of ideas or products, often very quickly.							
(11) Flexibility. Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternate ways of solving problems.							
(12) Sensitivity to Problems. Perceives and is aware of problems that others may not see: is ready to question or change existing situations and suggest improvements.							
(13) Originality. Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality.							
(14) Can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful associations or insights.							
(15) Reasoning. Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole.							
(16) Scientific Method Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions.							
(17) Independence in Thought Inclined to follow his own organization and ideas rather than the structuring of others.							
(18) Independence in Action. Able to plan and organize activities, direct action, and evaluate results.							
(19) Independence in Work Habits. Requires a minimum of adult direction and attention; possesses research skills to facilitate independent work.							
(20) Elaboration. Concerned with detail and complexity; often involved with a variety of implications and consequences.							
(21) Aesthetic Appreication. Enjoys and is responsive to beauty in the arts or nature.							

ENRICHMENT AND ACCELERATION ACTIVITIES

PRIMARY ACTIVITIES - LANGUAGE ARTS

1. Make your own encyclopedia, listing in it all the facts you know and all the facts you learn. "Spiders have eight legs."

2. Make a directory of the children in the room (telephone directory.) List last names first, alphabetically, and record addresses and telephone numbers.

3. Exchange story telling between classes.

4. Create a story of conversation between a dog and a cat.

5. Make a personal file of new words learned in school. Each card should contain the word, the dictionary meaning and should be filed, alphabetically.

6. Catalog the books in the library in the room. Make book cards and file them alphabetically.

7. Compile class stories, rewrite them and put them in a book.

8. Write invitations to class parties to other classrooms or to parents.

9. Illustrating stories:

   A. Draw the part of the story that you liked the best. Label it.

   B. Draw the funniest part of the story. Label it.

10. Make a seating chart of the class for the teacher.

11. Make a scrap book:

    My Family --

    Draw a picture of each member of the family.
    Write a short story about each picture.
    Put together in a book.
    Make a cover for the book. Label it.

My School --

Draw a picture of
The Principal
My Teacher
The Custodian
My Classroom
The Playground
The School (building)

12. Keep a file of the class news. Copy the class news as recorded by the teacher.

13. Writing letters:

Directions to child: write teacher or class a letter about what you like to do best; at home, at school, at play.

14. Write a letter about what you did over the weekend.

15. Make a card file for the teacher. Take attendance cards, make an alphabetical file on 3 X 5 cards. The child may make a file for the boys and another for the girls; this is easier for the young child.

16. Using a science book for a guide, make a chart of:

plants - draw or cut out pictures from magazines and label.

things that fly - illustrate and label.

things about weather - illustrate and label.

17. Write the names of the sounds these animals make:

Dog	Cow
Cat	Duck
Donkey	Rooster

18. Make a scrapbook (from pictures cut from old magazines) of things that are good for you to eat.

19. Make a scrapbook (from pictures cut out of old magazines) of articles which you wear or which help you to get ready for school.

20. Make a list of animals that hop - that crawl - that gallop.

21. Make a list of as many words as you can which have <u>at</u> for an ending like this: at that cat.

22. Using any book, make a list of all the words you can find in it which are nice to say to people who are nice to you.

23. Have student find new words in the next story. Print them on blackboard.

My School --

Draw a picture of
The Principal
My Teacher
The Custodian
My Classroom
The Playground
The School (building)

12. Keep a file of the class news. Copy the class news as recorded by the teacher.

13. Writing letters:

Directions to child: write teacher or class a letter about what you like to do best; at home, at school, at play.

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things about weather - illustrate and label.

17. Write the names of the sounds these animals make:

Dog	Cow
Cat	Duck
Donkey	Rooster

18. Make a scrapbook (from pictures cut from old magazines) of things that are good for you to eat.

19. Make a scrapbook (from pictures cut out of old magazines) of articles which you wear or which help you to get ready for school.

20. Make a list of animals that hop - that crawl - that gallop.

21. Make a list of as many words as you can which have <u>at</u> for an ending like this: at that cat.

22. Using any book, make a list of all the words you can find in it which are nice to say to people who are nice to you.

23. Have student find new words in the next story. Print them on blackboard.

24. Select an interesting library book, read it and tell about it.

25. Make up your own small charts or booklets of phonetic families, i.e., every time they find a new "igh" word, add it to the list of "igh" word family, etc.

26. Using the Golden dictionary - list on separate cards in file; child signs cards he uses.

Makes a list of:

1. Animals
   Pets
   Not pets
2. Toys
3. Things that we find in the city
4. Things that we find in the country
5. Things we wear
6. Things we eat
7. Things that move
8. Things that are big
9. Things that are little
10. Fruits
11. Vegetables
12. Things that fly
13. Things that walk
14. Things that have wheels
15. Things that grow above the ground
16. Things that grow under the ground

5.1

SPELLING

1. From the social studies unit you are now studying, make a vocabulary list - a list of words everyone ought to become familiar with.

2. Make a picture dictionary of spelling words. Either cut pictures from magazines or draw them.

3. Make up stories from spelling list.

SCIENCE

1. Tell of longest trip you have taken in terms of hours and days and show this distance on globe.

2. Take a flashlight and orange and demonstrate how the sun shines only on one part of the earth at a time.

3. Move thermometer from shaded part of room to window through which sun shines and report change of temperature.

4. Draw a picture of how the moon looked each night for a week. Share at school next day.

5. Make a picture of foods that are good to eat.

   "Foods for breakfast"

   "Foods for lunch"

   "Foods for dinner"

6. Make scrapbook of different types of homes.

7. Make a chart of foods that grow in the ground, on bushes or trees, or in the water.

8. Make a list of all the machines that are helpful in doing work:

   In your home.
   In your community.

9. Make a collection of pictures of useful machines.

ACTIVITY

10. Make a list of machines that are dangerous if not used properly and explain.

11. Collect pictures of old flatiron and compare with electric iron.
    Old washing machine vs. new.
    Old kerosene lamp vs. electric light.

12. Make 2 lists - one of helpful effects of fire - one of harmful effects.

13. Make a list of, draw pictures of, or obtain pictures of all the animals you know.

14. Place all birds in one list

    fish in one people in one

15. Collect pictures of different kinds of dogs, cats, or birds.

16. Make a list of animals that eat plants and animals that eat meat.

17. Make a chart of pictures or names of:

    these animals swim
    these animals crawl
    these animals fly
    these animals walk

18. Keep a record for a week of thermometer readings - make daily at the same time.

19. Construct a chart thermometer and record daily temperature.

20. Place a plant in a dark closet without water. Keep record of how long it lives.

21. Stop watering plant in the school room. Keep record of how long it lives.

22. Place a plant under cover to seal it off from air - continue to water. How long will it live? Keep a record.

23. Make a list of fish that are used for food. Divide the list into "fresh water" and "salt water" fish.

24. Make a list of other animals that live in water and are used as food (shrimps, crabs.)

25. Make a list of different kinds of trees that are used for building materials.

26. Prepare a talk to the class on the way wood is prepared for building materials, (lumber industry.)

27. Bring to class a collection of different kinds of wood used for building.

28. Make a chart of plants that live for different lengths of time.

29. Cut pictures from flower catalog and label -

    "Annuals" "Biennials" "Perennials".

30. Prepare a talk on the California Redwood. Why is it called the "oldest living thing."

31. Make a list of plants (or cut out pictures of them) that grow in different climates:

    A. Temperature.
    B. Desert.
    C. Moisture.

32. Make a chart and list plants that grow in different places:

    A. Garden plants.
    B. Field plants.
    C. Forest plants.

33. Make illustrations of fruit bearing and nut bearing trees.

34. Make a collection of leaves from evergreen trees.

35. Write a story on "Ways Seeds Travel."

36. Make a bar graph or line graph to show the life of various schools.

37. List animals that make their homes in:

    A. trees.
    B. on the ground.
    C. under the ground.

38. Make a list of birds you see in your community. Separate them into two lists:

    A. those that migrate.
    B. those that do not.

39. Using a globe prepare a talk to discuss routes and distances of certain bird migrations.

40. Trace the path of the Golden Plover from the Artic Circle out over the Atlantic for 2,400 miles to South America and 2,000 miles further to Argentina.

41. Prepare a talk to the class on "Banding of Birds". Bring some bird bands (or pictures of birds with bands) to school.

42. Make two lists headed - "How water helps man", "How water harms man."

43. Prepare to point out on a globe or map the largest oceans, lakes and rivers.

44. List the reasons water is stored in reservoirs.

45. Make a picture list of the common things that will burn.

46. Make a color wheel and turn it to change colors.

47. Experiment to produce new colors using as few basic colors as possible.

48. Bring a painter's color chart to school and show number of colors available.

49. List some of the ways sound can be made.

50. Make a picture chart of different instruments and explain how sound is produced by each.

51. List ways in which information is given by sound. (talking, radio, television, animal warnings, etc.)

52. Cut out and mount pictures of "Things that sail in the air".

53. Make two parallel lists of things moved by the wind - one showing how the wind helps us - the other, how the wind is a detriment.

54. Make relief map of your county or community showing hills and lowlands.

55. Draw the two large rivers in California and show how they empty into San Francisco Bay.

56. Listen to weather forecast at home on radio in the morning, write it out and bring it to school and keep a daily record of its accuracy, share with the class.

57. Take an almanac and find the number of hours that the sun shines each day - or (follow this record in the newspaper) and make a daily chart for the class.

58. Begin in February making a weekly record for several months of the actual time of day that the sun sets.

59. Make a drawing of a compass in your classroom showing the directions the room is facing.

60. Make a show chart of a classmate at 9:00 A.M., 12:00 noon and 3:00 P.M., and explain to the class.

61. Make an inclined plane in the classroom and demonstrate its use in loading trucks, railroad trains, etc.

62. Make a small pulley and demonstrate the principle of lifting heavy loads.

63. Make a display of various kinds of machines and label:

    these machines are run by hand.
    these machines are run by electricity.
    these machines are run by gasoline.

64. Cut out pictures or make drawings to show ways man has used to send messages.

65. Make lists of and find pictures to illustrate:

    1. These animals protect themselves by coloring.
    2. These animals protect themselves by inactivity.
    3. These animals protect themselves by poisonous bites.

66. Magnetize a steel needle and hang it using thread and scotch tape to demonstrate the way it will point.

67. Make a drawing to demonstrate how the moon travels around the earth.

68. Prepare a bulletin board display of pictures of land areas of all kinds. Classify:

    Recreational Areas Watershed Areas Agricultural Areas

69. Collect pictures of large dams in California and trace their sources on the map. Prepare a talk to share with the class.

70. Write to Fish and Game Commission and secure information and maps on fish and game refuges and share with the class.

71. Make charts, for display of energy foods and amounts children should eat.

72. Take an atlas and make two parallel lists of the countries of the world with their

72. (cont.)
area in square miles and their populations. From this prepare a discussion of the needs of certain countries for obtaining food supplies from their neighbors.

73. Make a chart of diseases that you know about, and the way men have learned to control them.

74. Collect different kinds of leaves. Mount and label them neatly in a scrapbook.

75. Draw as many animals as you can which have:

long tails short tails stubby tails.

76. Name all the things these animals are used for: horse, cow.
Name which ones are not used for working purposes: dog, cat.

PRIMARY ACTIVITIES

SOCIAL STUDIES

1. Make a picture scrapbook of the kinds of community services available to us.

2. Make a picture scrapbook of the ways in which we can help our families at home.

3. Make a picture scrapbook of the products that are produced in any local community.

4. Make a make-believe newspaper that might have been written by an Indian tribe (3rd grade).

5. Make a collection of pottery, dolls, tools, stamps, money, model airplanes, or cars for a classroom display.

6. Make a model of your home, using construction paper and paste.

7. Make a map of your neighborhood, showing your home.

8. Make a map of your school.

9. Transportation (find out the kinds of trucks there are and tell the class about it.)

10. Transportation - 1st grade. Find out the kinds of boats there are and tell the class about it.

11. Transportation - 2nd grade. Find out at home the average speed of a passenger train, steamship, bus, airplane, car, walking - report what you discover to the teacher.

12. Transportation - at home find out the kinds of fuel used by boats, trains, trucks, cars, planes, and walking. Make a collection of kinds of fuel. Give a report of what you find out.

INTERMEDIATE

ENRICHMENT AND ACCELERATION ACTIVITIES

A suggested list of enrichment activities is language arts, creative arts and social living is presented here to give the regular classroom teacher a few clues to the kinds of things the gifted in the classroom should be expected to do over and above the average grade level program.

LANGUAGE ARTS ACTIVITIES

Listening:

1. Listen to debates, discussions, news reports and talks to form opinions, to hold discussions, to draw conclusions.
2. Listen to speakers to pick out main points of their talks and to arrange them in sequence.
3. Listen to radio and television performers to discover: errors or difficulties in speech, new words, beautiful and appropriate words.
4. Make and listen to own voice recordings to discover errors or difficulties.
5. Listen to the various sounds in and around the school and give an opinion of their effects upon the pupils.
6. Listen for and make a list of sound effects used on a particular radio or television program and find out, through research, how these sounds are produced.

Speaking:

1. Interview resource people in preparation for an oral report.
2. Read aloud different and difficult material to groups that are unable to read this this material.
3. Develop and use techniques for debates, panel discussions and parliamentary procedures.
4. Take charge of small groups for conversational experience and grammatical practice.
5. Make slides for a special living activity, to show and explain to the group.
6. Tell the class original stories.
7. Select poems suitable for choral work and arrange them for a choral speaking group.

Reading:

1. Analyze and evaluate library and other source materials on a specific topic.
2. Use library resources such as card catalogs, atlas, yearbook and Reader's Guide to locate and gather additional information on a topic.
3. Locate and use numerous authoritative sources to verify facts and give weight to opinions.

Reading: (cont.)

4. Utilize biographical materials to develop an appreciation of and a respect for the efforts and contributions of others.
5. Read materials to deepen and broaden hobbies.
6. Learn to recognize and use such literary forms as poetry, drama, biography, novel, short story and essay.
7. Select poems and stories which illustrate specific styles of writing.
8. Scan reference books and otherprinted materials for sources of information.
9. Read selections of prose and poetry for analysis, interpretation and criticism.
10. Determine the author's values in a selection and compare them with the reader's.
11. Use the dictionary, glossary and reference materials to improve the range and exactness of effective vocabulary.
12. Design and follow a balanced, leisure time reading program.

Writing:

1. Compile files of unit materials.
2. Catalog materials.
3. Prepare bibliographies.
4. Make graphs.
5. Organize and adapt difficult material used by the average or slow group.
6. Learn the techniques of speedy and accurate note taking.
7. Learn the skills of outlining.
8. Learn to use footnotes, abbreviations and library classifications.
9. Create dramatic and pantomine presentations.
10. Compile a list of new words learned and make a study of their origin.
11. Learn to recognize and use the forms and techniques of journalism such as editorials, feature articles and advertisements.
12. Make objective checks, charts, and outlines as guides for gathering information.

CREATIVE ARTS ACTIVITIES

Arts and Crafts:

1. Experiment with many media.
2. Plan stage settings
3. Design costumes.
4. Design and construct puppets.
5. Plan and arrange hall or classroom bulletin boards.
6. Arrange exhibits.
7. Construct scale models.
8. Make scale drawings.
9. Draw cartoons of current events - - - local, state, national.
10. Plan and carry out a decorating scheme for a special occasion.
11. Express ideas and feelings through painting, clay modeling, sculpture and dioramas.
12. Create stories or pictures to interpret musical selections and/or poems.
13. Visit art gallery for research data and to extend artistic tastes and appreciations.

Music:

1. Study the origin and historical significance of folk songs, folk dances and patriotic songs.
2. Compose lyrics and music of songs for special occasions.
3. Set poems to music.
4. Direct a small orchestra or rhythm band.
5. Make a study of the development of certain musical instruments, such as the piono, violin - harp.

INDEPENDENT WORK CENTERS
A Means for Individualizing

A variety of independent work centers provides many opportunities for children to exercise some responsibility for their own learning at their own pace. Various methods of organizing them and allowing children to select and move around the centers are possible, depending upon your objectives and the age of maturity of the children.

Most centers should provide a wide variety of alternatives, both in difficulty and range of experiences and they should be dropped or changed as the interest in them seems to wane, or when the project has been completed.

Centers can be arranged by grouping children's desks together, using large tables, orange crates, brick and board counter, large boxes, or whatever you can provide.

Ideas for center might include:

1. The Library Center: Various types of library books with many ranges of ability and a good selection of different children's magazines and newspapers, programmed reading material, a rug to sit on, a rocking chair, or some floor cushions, flash cards of vocabulary words, word games. These latter might be in a skill center.

2. The Writing Center: Writing materials and spare drawing paper and crayons, chalkboard, writing suggestion box, picture file, large hanging dictionary, alphabetical word box, published dictionaries. Interest objects to write about: an old shoe, a coin collection, an empty birdnest. A typewriter, if possible. Books and stories that children have written. Story starters.

3. Research Center: Informational books, dictionaries, magazines, picture collections, writing materials and writing space, bulletin boards to display written reports, charts, maps and other creations. Or these could be dispersed among other centers but available for independent use.

4. The Investigation Center: Science books, science materials: magnifying glass, microscope, scales, magnets, batteries, wiring, etc. Water color paints, fish and live animals, etc.

5. The Sharing Center: An area set aside for children to display projects, collections, special findings, etc.

6. The Art Center: Painting materials, area to dry and display art work, clay table, special project table.

7. Math Center - Manipulative objects, flash cards with skill games, puzzles, a selection of math books to choose problems from with mystery box, cards with problems on them. Rulers, scale, measuring cups and spoons, toy or real clocks, small chalkboards.

8. Skill Game Center: A large selection of skill games that the children have been taught to play, a rug or table for playing games, scratch paper and pencils for keeping score.

INDEPENDENT WORK CENTERS
A Means for Individualizing (cont.)

9. Drama Center: A flannel board, puppet theater, old clothes, books on plays and puppets, copies of short stories. Puppets and materials for making more.

10. Construction Center - Building tools, construction paper, ship board, measuring equipment, paints, glue, scissors.

11. Listening Center - Earphones and listening post, record player, tape recorder, radio, records, tapes, writing materials.

12. Viewing Center: Filmstrip projector, filmstrips, individual pictures, movie projector, listening post, writing materials.

13. Social Studies Center: Books on unit being studied, atlas, pictures and realia, writing materials, materials for small projects - dioramas, peep boxes, murals, etc.

14. Needlecraft Center: Sewing box, large rolls of cloth, scissors, tapes, knitting needles, yarn, "learn how" books.

15. Music Center: Rhythm instruments, bells, drum, small organ, sheets of easy to play music, music books.

16. Recording Center: Tape recorder, microphone, tapes, directions on chart.

17. Poetry Center: Books of poems, display of poems written by children, rhyming word games, lists of words, writing materials, picture file.

18. Living things Center: A table or counter for keeping small animals, terrarium and aquarium, plants, pictures of living things, books, fish.

19. Sound Center: Phonics game, bulletin board displaying alpahbet, blends, etc. Workbook or ditto pages with self-correct, language master, mirror so children can say sounds and watch their mouths.

20. News Center: Bulletin board space for children to display articles of interest from newspaper and magazines. Chalkboard to write news of the day. Writing materials to write news articles.

21. Invention Center: Junk box, dismantled items to be reassembled, clocks or other cast offs to be taken apart. Rules for safety, etc.

22. Retreat Corner: A place for children to get hold of themselves. Include crayons and paper for scribbling, clay, a punch ball, book, etc., something to take their minds off themselves.

SAMPLE SCHOOL ANNUAL PLAN

SUNNYVALE SCHOOL DISTRICT

MENTALLY GIFTED MINOR FORM 400

PRINCIPAL'S ANNUAL PLAN

Sunny Hill School
3 - 6 Grades Involved
Plan for 1971-72

CURRENT	PROJECTED
38 Number of children currently in Program (end of year 1971) Grades 4 - 6	55* Number in Program for ensuing year
5 Number of teachers currently working with MGM students	7** Number teachers who will assist in Mentally Gifted Minor Program
Indicate the general pattern of instruction:	Projected number of students X $40.00
The 3rd grade students who are new to the program will be clustered in one home room (12 students). The class will in other respects be heterogeneous. Fourth through sixth grade students (43) will be evenly distributed in 5 classrooms. There is a great deal of cooperative teaching in operation and students will sometimes take part in an elective class for a portion of the day (see attached sheet for closer description.)	$2,200.00 Budget
	*The number is larger this next year. We are graduating 6 MGM students, but we are adding next year's 3rd graders and doing a closer screening.
	**6 teachers and the librarian.

Responsibilities - The primary responsibility for the gifted child program will remain with the classroom teacher; assuming there will be from 5 - 10 gifted children in each class (grades 4 - 6).

1. Provide for the needs of the gifted child in meeting program objectives within the self-contained classroom situation. This could be done by an individualized enrichment program planned by the teacher together with the student and executed by the student; using multi-media materials, special project activities, cross-graded involvements by mutual agreement, individual curriculum contracts, or other such activities which are planned to meet the objectives of the program outlined above.

2. The classroom teacher will in some cases schedule the student into an elective class (i.e. typing, filming, Great Books, etc.) for the mentally gifted, in consultation with the elective teacher. Such classes could be scheduled to run for periods of time ranging from one to seventeen weeks. These classes will be conducted by the regular teaching staff at the school.

3. The classroom teacher may plan with the mentally gifted student a contract curriculum plan that projects the student on a semi-self-directed study. The teacher would guide and counsel the student pertaining to the contract and keep him "on target" with regard to objectives and the time frame for completion of the task assigned. Evaluation will become a mutual task for the student and the teacher. The student may work on such a project at home or other off-site locations, in the library, Multi-Purpose Room, or any other location deemed appropriate by the teacher, including the homeroom class. Policy objectives regarding time spent per week are to be applied to time "at school" only. Usual supervision requirements apply.

4. The Instructional Materials Center (library) at Sunny Hill School is being reorganized to meet the needs of their MGM and other programs. Mrs. Hofsom, the librarian, will be conducting seminars with identified students in literature.

5. The responsibilities of the gifted teacher, as it relates to the gifted program, include communication with teachers and students re: class offerings that meet program objectives and are of interest to students and include classroom teacher participation in planning and teaching. Exchange of classes may open this area up to a wide set of possibilities. The person teaching the class is responsible for writing the performance objectives for the class offered which he/she teaches and to effect an evaluation of success in meeting these objectives. Such evaluation is to be maintained by the teacher and available to the school principal.

   The principal will coordinate all Mentally Gifted testing and supply data pertaining to state reports at the required time.

BUDGET

Capital Outlay		
6 used typewriters	$ 300.00	
20 filmstrip viewers	600.00	
3 tape recorders	210.00	
		$ 1,110.00
Supplemental Books		
Additional "Great Books"	$ 150.00	
Reference Materials	150.00	
Programmed Materials	290.00	
Instructional Supplies		
Art Supplies	$ 350.00	$ 940.00
Audio Visual Supplies		
Filmstrips	$ 125.00	
Tapes	25.00	150.00
		$2,200.00

Evaluation

The principal and staff will serve as needed on the MGM Committee at the school level as outlined in the district handbook. The staff has expressed an interest in an early workshop (which could involve other schools) in establishing an overall evaluative plan. Several members of the staff have requested assistance with writing behavioral terms.

A LIST OF BEHAVIORAL TERMS

To be used in shaping the
behavior of writing and
talking about educational objectives

Calvin K. Claus
Psychology Department
National College of Education
Evanston, Illinois

(Repro. S.C. Co. Office of Education,
4/69/mjr(200))

INDEX VERBORUM PROHIBITORUM

THE FUZZY, FOGGY FIFTY-FIVE

Become:
- able to
- acquainted with
- adjusted to
- capable of
- cognizant of
- conscious of
- familiar with
- interested in
- knowledgeable about
- mature
- self-confident

Can't
- Comprehend
- Conceptualize
- Cover the content
- Create a classroom:
  - atmosphere
  - climate

Evidence a (n):
- appreciation for
- attitude of
- awareness of
- comprehension of
- enjoyment of
- feeling for
- interest in
- knowledge of
- understanding of

Exhibit
- capacity
- depth
- emotional maturity
- intelligence
- purpose

Experience

Hear

Interest

Know

Listen

Memorize
Mind
Motivate

Perceive

Realize
Recall
Recognize
Reduce
- anxiety
- immaturity
- insecurity

Review

Satisfy:
- drives
- needs

See
Self actualize
Study

Think

Understand

won't

THE FRIGHTFULLY, FOUL FIFTEEN

Bludgeon	Choke	Forge	Maim	Steal
Bomb	Destroy	Kill	Poison	Strangle
Cheat	Embezzle	Lie	Stab	Suffocate

INDEX VERBORUM PERMISSORUM

THE FUNCTIONAL, FORCEFUL, FOUR HUNDRED FORTY FIVE

"Creative" Behaviors

Alter	Generalize	Question	Re-group	Re-phrase	Re-write
Ask	Modify	Re-arrange	Rename	Restate	Simplify
Change	Paraphrase	Re-combine	Re-organize	Restructure	Synthesize
				Revise	Vary

Complex, Logical, Judgmental Behaviors

Analyze	Compare	Criticize	Defend	Formulate	Infer
Appraise	Conclude	Decide	Evaluate	Generate	Plan
Combine	Contrast	Deduce	Explain	Induce	Structure
					Substitute

General Discriminative Behaviors

Choose	Describe	Discriminate	Indicate	Match	Place
Collect	Detect	Distinguish	Isolate	Omit	Point
Define	Differentiate	Identify	List	Order	Select
				Pick	Separate

Social Behaviors

Accept	Argue	Dance	Greet	Laugh	React
Agree	Communicate	Disagree	Help	Meet	Smile
Aid	Compliment	Discuss	Interact	Participate	Talk
Allow	Contribute	Excuse	Invite	Permit	Thank
Answer	Co-operate	Forgive	Join	Praise	Volunteer

Language Behaviors

Abbreviate	Capitalize	Print	Say	Summarize	Whisper
Accent	Edit	Pronounce	Sign	Syllabicate	Write
Alphabetize	Hyphenate	Punctuate	Speak	* Tell	
Articulate	Indent	Read	Spell	Translate	
Call	Outline	Recite	State	Verbalize	

"Study" Behaviors

Arrange	Classify	Follow	Look	Organize	Sort
Categorize	Compile	Gather	Map	Quote	Underline
Chart	Copy	Itemize	Mark	Record	
Cite	Diagram	Label	Name	Reproduce	
Circle	Find	Locate	Note	Search	

Music Behaviors

Blow	Compose	Hum	Pluck	Sing	Tap
Bow	Finger	Mute	Practice	Strum	Whistle
Clap	Harmonize	Play			

Physical Behaviors

Arch	Climb	Hit	March	Ski	Swim
Bat	Face	Hop	Pitch	Skip	Swing
Bend	Float	Jump	Pull	Somersault	Throw
Carry	Grab	Kick	Push	Stand	Toss
Catch	Grasp	Knock	Run	Step	Walk
Chase	Grip	Lift	Skate	Stretch	

Arts Behavior

Assemble	Cut	Frame	Mold	Roll	Stamp
Blend	Dab	Hammer	Nail	Rub	Stick
Brush	Dot	Handle	Paint	Sand	Stir
Build	Draw	Heat	Paste	Saw	Trace
Carve	Drill	Illustrate	Pat	Sculpt	Trim
Color	Fold	Melt	Pour	Shake	Varnish
Construct	Form	Mix	Press	Sketch	Wipe
				Smooth	Wrap

Drama Behaviors

Act	Display	Express	Pantomime	Proceed	Sit
Clasp	Emit	Leave	Pass	Respond	Start
Cross	Enter	Move	Perform	*Show	Turn
Direct	Exit				

Mathematical Behaviors

Add	Count	Extract	Interpolate	Plot	Square
Bisect	Derive	Graph	Measure	Prove	Subtract
Calculate	Divide	Group	Multiply	Reduce	Tabulate
Check	Estimate	Integrate	Number	Solve	Tally
Compute	Extrapolate				Verify

Laboratory Science Behaviors

Apply	Decrease	Increase	Manipulate	Replace	Straighten
Calibrate	Demonstrate	Insert	Operate	Report	Time
Conduct	Dissect	Keep	Plant	Reset	Transfer
Connect	Feed	Lengthen	Prepare	Set	Weigh
Convert	Grow	Limit	Remove	Specify	

General Appearance, Health and Safety Behaviors

Button	Cover	Empty	Lace	Unbutton	Wait
Clean	Dress	Fasten	Stop	Uncover	Wash
Clear	Drink	Fill	Taste	Untie	Wear
Close	Eat	Go	Tie	Unzip	Zip
Comb	Eliminate				

Miscellaneous

Aim	Do	Hold	Peel	Send	Strike
Attempt	Drop	Hook	Pin	Serve	Suggest
Attend	End	Hunt	Position	Sew	Supply
Begin	Erase	Include	Present	Share	Support
Bring	Expand	Inform	Produce	Sharpen	Switch
Buy	Extend	Lay	Propose	Shoot	Take
Come	Feel	Lead	Provide	Shorten	Tear
Complete	Finish	Lend	Put	Shovel	Touch
Consider	Fit	Let	Raise	Shut	Try
Correct	Fix	Light		Signify	Twist
Crease	Flip	Make	Relate	Slip	Type
Crush	Get	Mend	Repeat	Slide	Use
Designate	Give	Miss	Return	Spread	Vote
Determine	Grind	Offer	Ride	Stake	Watch
Develop	Guide	Open	Rip	Start	Weave
Discover	Hand	Pack	Save	Stock	Work
Distribute	Hang	Pay	Scratch		